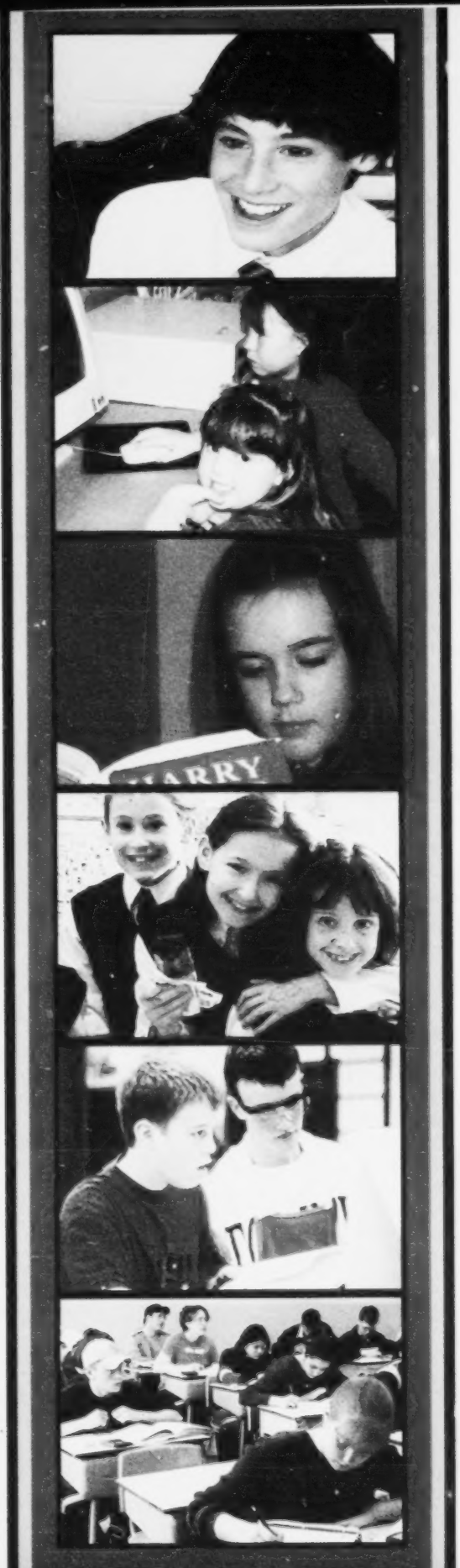

ANNUAL REPORT 2001-2002

Department of Education

GOVERNMENT OF
NEWFOUNDLAND
AND LABRADOR
Department of Education
Honourable Gerry Reid, Minister

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Message from the Minister of Education

One of the most compelling messages that came out of government's public consultations for the Jobs and Growth Strategy in 2001 was that education is a cornerstone for our province's social and economic development. This fact highlights the critical role the Department of Education plays in building the future of Newfoundland and Labrador. By helping produce strong graduates from the primary, elementary and secondary school system, the Department of Education strives to ensure a bright future for the province.

In 2001, government realigned the Department of Education to put a more intense focus on K-12, literacy, libraries and early childhood education. At the same time, government created the Department of Youth Services and Post-Secondary Education with a greater emphasis on programs and services for youth and post-secondary education. The realigned Department of Education took as its focus the building of a higher quality education system that includes as priorities early childhood education and opportunities for students in rural schools.

During the past year, the Department of Education placed significant emphasis on the implementation of *Words to Live By* – the department's Strategic Literacy Plan – and recommendations contained in *Supporting Learning: A Report of the Ministerial Panel on Educational Delivery in the Classroom.* I am extremely pleased with the implementation of both the Strategic Literacy Plan and the Ministerial Panel Report. The department also undertook the development of a second three-year strategic plan. The plan is nearing completion and, following consultation with school board personnel, it will be finalized and distributed to school boards and all other agencies reporting to the Department of Education.

This annual report seeks to highlight the activities and initiatives of the Department of Education during the first year of its redefined mandate. It demonstrates government's commitment to quality education and accountability for initiatives undertaken. To each and every individual within the department and the school system who contribute to the education of our province's children, youth and adults, I extend a sincere thank you.

Gerry Reid

Honourable Gerry Reid
Minister

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Provincial Context

Education has an impact on every aspect of the province's social and economic development. At the same time, education is influenced by many external factors that are largely beyond the control of those accountable for the delivery of education to the primary, elementary and secondary school system. Knowledge of the direction of demographic trends is therefore essential for planning and decision-making, since changes in the overall size and breakdown of the population have a direct impact upon the efficient and effective delivery of educational services.

Education System Demographics

Table 1 shows the change in various indicators from 1995-96 (pre-reform) to 2001-02:

Table 1: School System Statistics, 1995-96 and 2001-02

	1995-96	2001-02
School Districts	27	11
District Administrators (FTE[1])	193.5	90
Schools	472	326
Teachers (FTE)	7,259	6,264
Students	110,456	86,898
Pupil-Teacher Ratio (PTR)	14.7	13.4
Rural[2] Schools	67.4%	62.6%
Urban Schools	32.6%	37.4%
Rural Enrolment	48.0%	41.3%
Urban Enrolment	52.0%	58.7%

[1] **FTE** refers to Full-Time Equivalent

[2] **Rural/Urban**: Urban includes cities, towns, and metropolitan areas with a population of 5,000 or more. Rural includes all others.

- There are fewer district office administrators in the school system. The reduction is a direct result of reducing the number of school districts from 27 to 11.

- Prior to reform, many schools were underutilized in terms of capacity. Even in the current school year, and despite considerable consolidation, there remain schools operating below their enrolment capacity – due largely to continued declining enrolments.

- Relative to the number of students, there are more teachers in our schools. There has been a steady improvement in the pupil-teacher ratio. The pupil-teacher ratio has improved from 15.2 students per teacher in 1991-92 to the current ratio of 13.4, the most favourable in the country.

- Rural schools in the province are experiencing far greater student decline than those in urban areas of the province.

The number of students receiving special education services has increased significantly over the past decade. In 2000-01, 14.1% of the total student population received special education services as compared with approximately 11.8% five years ago and 9.7% in 1990-01.

Expenditures on student assistant services have increased by 49.5% since 1995-96 to an estimated $9.62 million in 2001-02. The provincial allocation for student assistants in 2000-01 was 3,226 hours. This is an 8.9% increase from 1995-96 and a 49.4% increase from 1991-92.

Geographic Challenges

Certain challenges facing the school system today relate to geography. Table 2 illustrates the distribution of schools by size and by urban/rural status. The table also illustrates the following changes between 1995-96 and 2001-02:

- There are slightly fewer rural schools. In 1995-96, 67.4% of our schools were located in a rural setting compared to 62.6% in the 2001-02 school system.

Table 2: School Size, 1995-96 and 2001-02

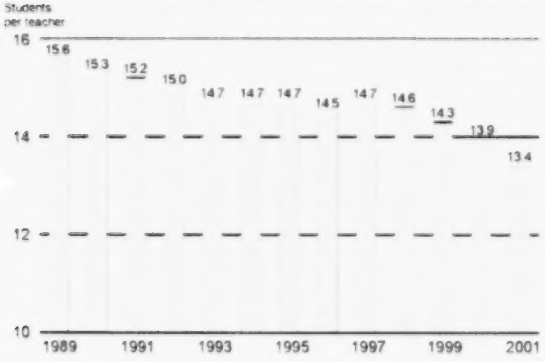
Enrolment	<100		100-199		200-299		300-399		400-499		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	
1995-96											
Rural	117	36.8	87	27.4	69	21.7	35	11.0	10	3.1	318
Urban	14	9.1	21	13.6	29	18.8	25	16.2	65	42.2	154
Total	**131**	**27.8**	**108**	**22.9**	**98**	**20.8**	**60**	**12.7**	**75**	**15.9**	**472**
2001-02											
Rural	67	32.8	58	28.4	48	23.5	21	10.3	10	4.9	204
Urban	7	5.7	10	8.2	11	9.0	29	23.8	65	53.3	122
Total	**74**	**22.7**	**68**	**20.9**	**59**	**18.1**	**50**	**15.3**	**75**	**23.0**	**326**

- On average, our schools are larger. In 1995-96, 15.9% of our schools housed 400 or more students. In 2001-02, 23% of our schools housed 400 or more students.
- There are also fewer very small schools (22.7% in 2001-02 compared to 27.8% in 1995-96).

Pupil-Teacher Ratio

This province's pupil-teacher ratio for 2001-02, one teacher to every 13.4 students, continues to stand as the most favourable in the country. The Canadian average from the most recently published national data was 16 students for every teacher in 1999-00. The ratio for our Atlantic counterparts ranged from 16.5 to 16.8 students for every teacher in 1999-00.

Table 3: Pupil - Teacher Ratio, 1989-90 to 2001-02



The Department of Education

The Department of Education delivers programs and services to 326 schools within 11 school boards that serve 86,898 students and 6,264 full-time equivalent teachers. The department is responsible for designing and implementing policies, strategies, programs and services in the area of school curricula, student program and system evaluation, professional development, student support services, research and indicators, and strategic planning.

All matters pertaining to the day-to-day operations of schools are administered by local school boards. These include the organization and delivery of primary, elementary and secondary education within the districts, the employment of teachers and support staff, the establishment of attendance zones, the repair and maintenance of school buildings and pupil transportation.

An overview of the department's organizational structure is provided in **Appendix I**.

Programs and Services

Ministerial Panel Implementation

A significant number of programs and services initiatives by the Department of Education in 2001-02 addressed specific recommendations of *Supporting Learning: A Report of the Ministerial Panel on Educational Delivery in the Classroom.* Since the release of the report in April 2000, all 86 recommendations have received a thorough analysis. The majority of the 86 recommendations have been either fully implemented or initiated.

A comprehensive summary of progress on the implementation of the Ministerial Panel recommendations is included as **Appendix 2**.

Literacy

The improvement of literacy levels in Newfoundland and Labrador is a major strategic direction of the Department of Education. This year, the department was realigned to reflect a more intensive focus on literacy, libraries and early childhood education. In 2001-02, an allocation of $500,000 was provided for the implementation of the Strategic Literacy Plan, *Words to Live By*. The plan addresses literacy development for all ages, both within and outside the formal school system and actions have been initiated under all of its objectives.

Stepping into the Future

The Department of Education is leading two initiatives under the Early Childhood Development Initiative *Stepping into the Future*. In 2001-02, the department provided $137,741 in grants to non-profit organizations delivering early childhood literacy programs. It also began a review and assessment of existing programs which will help define priorities for future program funding.

KinderStart

This year, the department developed an eight-session *KinderStart* program for parents and their children in the year prior to school entry. *KinderStart* will be implemented by school districts in the 2002-03 school year. As part of this work, a reading handbook containing strategies for parents to support reading activities in the home was also developed and will be distributed to *KinderStart* and Kindergarten parents in the coming year.

K-12 Literacy Initiatives

Several initiatives specifically targeted the K-12 school system, including:

- hiring of a reading specialist for each of the 10 anglophone school districts;
- implementing the *For the Love of Reading Contest* with $50,000 in prizes to K-3 schools;
- increasing time allotments for primary language arts;
- implementing the Atlantic Canada Reading Assessment Resource in all K-3 schools;
- developing, through the Atlantic Provinces Education Foundation (APEF), a series of booklets to promote literacy in French language schools;
- publishing, through the APEF, an information package to guide teachers in helping minority language children to develop the language skills requisite for school success;
- developing an Atlantic Canada primary language arts professional development resource;
- developing, through the APEF, a series of brochures entitled *Let's Talk About English Language Arts* to distribute to parents of primary children; and
- supporting teacher professional development in the teaching of language arts (reading, oral language and writing) at the primary level.

On August 21-30, 2001, the Department of Education sponsored the training of 10 additional tutors in *First Steps*, a professional development package for primary

teachers in the province. During 2000-01, trained tutors delivered the reading component of *First Steps* to all K-3 teachers in the province. During 2002 in-servicing is being delivered on the oral language component of *First Steps*.

Adult Literacy

A Report on the Evaluation of Basic Literacy/ABE Level I Programs in Newfoundland and Labrador, by Goss Gilroy Inc., was released in June 2001. This evaluation was commissioned by the Department of Education and the Literacy Development Council of Newfoundland and Labrador in response to recommendations in the Strategic Literacy Plan. Based on feedback received from literacy stakeholders, an ABE Level I Committee, comprised of government and community stakeholders, was established. The mandate of this committee is to work on a sustainable model for program delivery and a plan for its implementation.

The department is continuing to work with the Workplace Education Steering Committee of Newfoundland and Labrador on initiatives which support and encourage workplace education. A guide to supporting workplace education has been developed.

Other literacy initiatives carried out over the past year include the following:

- Funding of $431,000 was provided to the Literacy Development Council of Newfoundland and Labrador for its operations and to administer a literacy grants program.
- The Strategic Literacy Funding Committee reviewed proposals and recommended grants for literacy programs and projects. These were funded from the Literacy Development Council's grant allocation, interest earned on the Literacy Endowment Fund, the National Literacy Secretariat and the ECD initiative, *Stepping into the Future*.
- A substantial *Read and Succeed* promotional campaign to encourage reading was launched by Minister Judy Foote and Senator Joyce Fairbairn on International Literacy Day, September 8, 2001. Radio, television and print advertisements were run throughout the remainder of the fiscal year and a variety of campaign materials in English and French were distributed throughout the province. The campaign's official Web site, www.gov.nf.ca/readandsucceed continues to evolve and includes a link for Newfoundlanders and Labradorians to share ideas about what they are doing to read and succeed.
- In September 2001, Minister Foote accompanied Senator Fairbairn to various literacy sites throughout the province to highlight and promote literacy issues. During September, the Department of Education also hosted, for the first time, the Provincial-Territorial Literacy Consultation for senior literacy officials from across Canada.
- Funds provided from the Official Languages in Education program enabled the College of the North Atlantic to provide French language adult literacy programs to francophones in the Stephenville/Port au Port area.
- A committee of Deputy Ministers was established to oversee the implementation of the Strategic Literacy Plan, *Words to Live By*.

The Department of Education is working closely with other provincial and federal government departments and agencies, and with community stakeholders to ensure that literacy programs and supports are in place for Newfoundlanders and Labradorians of all ages.

An overview of the Strategic Literacy Plan and grants for literacy programs and projects is included as **Appendix 3**.

Curriculum Development and Implementation

This past year saw the budget for learning resources increased by $1.7 million to enable new programs to be implemented on an accelerated schedule. This new funding was in addition to the annual $4.5 million already provided for learning resources. New implementations include:

- a regionally-developed English language arts curriculum for Grade 10;
- a regionally-developed mathematics curriculum at Grade 7; academic, general, and advanced courses at Grade 11; and a general mathematics course at Grade 12;
- a regionally-developed French language mathematics curriculum, Grades 1-5;
- new science courses at Grade 10 in English and French;
- world geography courses at Grade 12;
- new learning resources in intermediate français for francophones;
- a technology education module at Grade 7;
- a technology education course at Grade 10;
- a new Grade 7 social studies curriculum for francophone and French immersion schools; and
- a new physical education curriculum for Grades 1-6.

In accordance with recommendations made in *Supporting Learning: A Report of the Ministerial Panel on Educational Delivery in the Classroom*, the department:

- hired a music program development specialist to develop music curriculum and support districts;
- implemented new courses at the senior high level to accommodate students with differing needs and interests, including:

  – general courses in English at Grade 10 and in mathematics at Grades 11 and 12;

  – English 1200 at Grade 10 and Writing 2203 at Grade 11 to meet the needs of students who are struggling with reading and writing as they enter high school; and

  – two levels of World Geography (3200 and 3202) to accommodate students of differing abilities at Grade 12;
- commenced development of a Newfoundland and Labrador history course for Grade 8.

Also in 2001-02, the department:

- provided financial support for the Provincial High School Theatre Festival (now in its 27th year), science fairs, heritage fairs, mathematics competitions, music and choral performances, Enterprise Olympics and educational visits and exchanges to French Canada and St. Pierre for several schools and more;
- provided financial assistance (bursaries and fellowships) through the Official Languages in Education program for students and teachers to enhance their French language skills through study at French language colleges and universities; and
- worked with researchers and school districts on an innovative new core French program at the Grade 6 level - Intensive Core French. (The department is also leading a national initiative to develop the curriculum for the Intensive Core French Program.)

A summary report on curriculum implementation is included as **Appendix 4**.

Student Support Services

This past year saw significant improvements in the area of support services for students with exceptionalities. In fact, Newfoundland and Labrador led the Atlantic Provinces in provision of resources for students with special needs, as it has since 1999-00.

In addition to ensuring that special education teachers are in place for children with special needs, the Department of Education has:

- increased the allocation of teachers for students with certain severe needs, in the areas of autism, learning disabilities and emotional behaviour disorders;
- employed three provincial autism consultants and provided significant professional development in the area of programming for students with autism,

including three summer institutes for professionals, with over 100 participants, and one institute for parents;

- provided text materials on tape for students with learning disabilities and provided other special technologies to ensure students with exceptionalities can access the curriculum;

- commenced a new Safe and Caring Schools Initiative in collaboration with the Newfoundland and Labrador Teachers' Association (NLTA). In 2001-02, the department sponsored 15 educators to travel to New Brunswick to become trainers in Cooperative Discipline. The department also participated in the Violence Prevention Initiative of the provincial government, and established a Safe Schools Web site and an advisory committee on safe and caring schools;

- developed and implemented a new service that allows school principals to apply for student assistant support electronically and to view on-line the supports provided for students in their school;

- added programming documents and other resource materials to the department Web site;

- established a class at the Newfoundland School for the Deaf for preschoolers who have had cochlear implants;

- delivered two summer institutes in specialized technology for students with exceptionalities;

- published a communications disorders handbook and in-serviced teachers on the use of the handbook and the links between language development and literacy;

- promoted the work of the Advisory Committee on Student Support Services, which includes representatives from NLTA and most stakeholder groups;

- participated with the Newfoundland Association of Public Employees (NAPE) and the Newfoundland and Labrador School Boards' Association (NLSBA) in a review of working conditions of student assistants;

- improved application procedures for categorical teacher and student assistant support in response to concerns and issues raised by parents and school board personnel;

- developed and distributed a brochure for parents on Pathways to Programming and Graduation and the ISSP process; and

- collaborated with other departments through the Model for Coordination of Services.

Student Assessment

Achievement and Attainment

An analysis of provincial results over the past five years from testing programs (criterion-referenced testing and public examinations) indicates that student performance has remained at approximately the same level.

Results from national and international testing (School Achievement Indicators Program – SAIP, the Program for International Student Assessment – PISA and the Trends in International Mathematics and Science Study – TIMSS) indicate that students are generally performing at or below Canadian and international standards but above the standard of performance achieved across the Atlantic region.

High school completion and post-secondary education participation rates show continued improvement. Over the past 20 years high school completion rates for young adults have risen from 58% to 85% and post-secondary completion rates have risen from 27% to 58%. Post-secondary education participation is at an all time high. More than 80% of high school graduates are enrolling in post-secondary programs.

Detailed statistics related to student achievement on provincial tests (public examinations and CRTs) are provided in *Educational Statistics, 2001-02* which is available in print and on-line through the Department of Education.

Public Examinations

During the past year, the department introduced a new streamlined and efficient program of public examinations.

- Six public examinations were administered in June 2001. These examinations were developed and assessed by panels of teachers.
- Ten public examinations have been developed for administration in June 2002.

As a follow-up to the new program of public examinations, the department developed a document, *Public Examinations Grading Standards and Student Response Analysis*, to help teachers improve student achievement in public examination courses. A series of sessions were held with teachers and district level administrators on using assessment data to improve student performance.

The department also developed a parent brochure entitled *About Public Examinations*. The brochure provides information about the purpose for, and procedures surrounding the administration and scoring of public examinations and the reporting of results.

Criterion-referenced Tests (CRTs)

Criterion-referenced tests evaluate student performance relative to the specific curriculum outcomes of different subjects. During the past year, the department expanded a program of comprehensive, criterion-referenced testing (CRTs) at the end of Grades 3, 6, and 9.

- Mathematics, science and language tests are administered every three years at the end of Grades 3, 6 and 9.
- Criterion-referenced tests in mathematics and language arts were administered to Grade 3 students in May 2001. (The language arts CRT will be administered annually for the next three years.) The language arts CRT was assessed by a panel of primary teachers. Communication and analysis of results occurred through meetings with individual school districts.

As a follow-up to the comprehensive language test at Grade 3, the department:

- conducted a series of two-day meetings with district and school administrators to analyze results and develop plans for school and district level improvement, and
- developed a book of exemplars, based on the primary CRT results, for distribution to all primary schools. This book contains samples of student work in reading, writing and listening, including an assessment of the strengths and weaknesses of each sample, and teaching strategies to address needs that have been demonstrated. A similar resource is under development for junior high teachers.

Scholarships

This past year, the provincial government, through the Minister of Education, awarded $247,000 in scholarships to senior high school graduates for study in any post-secondary institution.

A complete list of scholarship winners is provided as **Appendix 5**.

Human Resource Development

Teacher Allocation

In the 2001-02 school year, the Department of Education retained its entire complement of teachers, despite a continued 4% annual decline in the number of students in the K-12 system. A new method of allocating teachers instituted the previous year indicated a reduction of 218 teachers. The retention of these 218 units constituted an $11 million investment in the K-12 education system.

The total investment in teaching services in 2001 exceeded $365 million, bringing the total salaries budget for teaching services to nearly 70% of the total education budget.

Teacher Supply and Demand

Recognizing the challenges facing school boards in recruiting teachers in many isolated communities and in highly specialized areas, the Department of Education established a provincial advisory group on teacher supply and demand. This group, with membership from the Department of Education, Memorial University, school districts, the Newfoundland and Labrador Teachers' Association, and Newfoundland and Labrador School Boards Association, made a number of recommendations. Based on these recommendations, the department implemented the following initiatives:

- a provincial teacher recruitment fair was held at Memorial University's St. John's Campus on May 17, 2001 (with the next Provincial Teacher Recruitment Fair scheduled for Thursday, May 16, 2002);
- information sessions were held on anticipated job openings for 2002, by district, at Memorial University's Faculty of Education in November 2001;
- a $5,000 bonus was established for teachers who teach in remote, coastal Labrador schools;
- a review was undertaken of initiatives to recruit students into the Faculty of Education at Memorial University from disciplines such as science, mathematics and languages;
- collaboration with other provinces, through the Council of Ministers of Education, Canada (CMEC) was initiated with the intention of enhancing the profile of teaching as a profession and the recruitment of prospective educators into faculties of education;
- There was an amendment to the Teacher Certification Regulations to allow university graduates to be hired as emergency supply teachers at a salary level greater than the minimum paid to a high school graduate, but less than that paid to a fully certified teacher; and
- there was an amendment to the Teacher Certification Regulations to allow school districts to hire retired teachers on a one-year term contract to fill positions for which boards have clearly established that no other qualified teachers are available.

Professional Development

During the past year, the department maintained a $900,000 increase in funding for teacher professional development that was invested in 2000-01. This additional investment brought the total budget for professional development to $4.4 million for the 2001-02 fiscal year.

Last year's investment was targeted at professional development activities in the areas of literacy and numeracy with intensive training at the primary level in the teaching of reading. This literacy initiative will continue for each of the next two years, focusing on oral language this coming year and writing the following year. Other professional development initiatives planned in partnership with school boards included:

- implementation of in-service for all new curricula;
- training sessions for intermediate level teachers to improve their abilities to teach learners with diverse needs;
- two-day training sessions in the use of scoring rubrics conducted with district program specialists;
- four-day institutes for Grades 7 and 8 mathematics teachers, held at various locations around the province during the summer of 2001; and
- three-day sessions on interpreting CRT and public examination results, held in each school district.

In January 2002, the department formed a committee to establish a professional development alliance among the department, school districts, the NLTA and Memorial University.

Planning and Accountability

In 2001-02, the Department of Education undertook the development of a second three-year strategic plan. The plan is nearing completion and, following consultation with school boards, the plan will be finalized and distributed to school boards and other agencies funded through the department. The department has also been working with school boards to implement the Government-Wide Accountability Framework, including the provision of support for their work in district-level strategic planning. Other planning and accountability initiatives included:

- a review of policies and procedures associated with school planning and the preparation of a draft School Planning Manual;
- initial work on *Profile 2003*, a K-12 indicators' report, which will henceforth form the basis for an educational indicators' report to be published every three years;
- a school-level reporting committee to develop a provincial report on school level performance;
- the publication of *Education Statistics, 2001-02*;
- work with a social audit committee of the Strategic Social Plan to ensure appropriate and useful education indicators are included in a community accounts database;
- continued development of a student-level database to enable the department to receive an electronic transfer of student records;
- the development of a new Web-based application for student registration and course and grade entry, thereby eliminating significant paper documentation and providing a more efficient transfer of information;
- a committee to develop protocols and procedures for the hiring and utilization of field auditors, recommended by the Ministerial Panel on Educational Delivery in the Classroom; and
- the first Department of Education Annual Report.

Distance Education

In response to a number of key recommendations in the *Report of the Ministerial Panel on Educational Delivery in the Classroom*, the department created a Centre for Distance Learning and Innovation (CDLI) to increase availability of high school program offerings and to help deliver professional development to teachers.

The CDLI is a means of addressing some of the challenges facing this province as a result of a continual decline in student enrolment. As enrolments continue to decrease (from almost 163,000 in 1972 to 86,898 in 2001-02), more schools and more students will require programming and services which will be provided, in part, through distance education.

The new distance education model will involve an Internet-based electronic learning (e-learning) approach. It will enable schools to increase the scope of senior high distance education offerings and allow school boards to broaden the user base beyond students in small schools. This model has the potential to accommodate the accreditation and professional development needs of adult learners as well.

Initiatives undertaken through the CDLI during 2001-02 include:

- 10 on-line senior high courses, crossing six different subject areas, were developed for pilot by e-teachers working out of schools within various school districts;
- 17 on-line high school courses being prepared for delivery in September 2003;
- collaboration with the other three Atlantic provinces to develop common core courses for delivery through e-learning;
- collaboration with school districts to coordinate e-learning activities and the deployment and management of e-learning technological resources;
- signing of a letter of intent with the Canadian Armed Forces School of Engineering to provide courses and learning resources to the Armed Forces through CDLI;

- the merges of CDLI and STEM~Net with STEM~Net assuming many of the responsibilities related to connectivity and tech-support for e-learning in the K-12 system; and

- the undertaking of efforts to integrate the operations of CDLI/STEM~Net and Memorial's School of Continuing Education with a view to collaboration on development and delivery of e-learning programs and services.

Federal - Provincial Agreements

The Department of Education administers two key federal - provincial agreements: the Memorandum of Agreement on Community Access and the Canada/Newfoundland and Labrador Economic Renewal Agreement (ERA), which is currently in its final year and is primarily focused on administration of final payments for outstanding contracts.

Community Access Program

The goal of the Community Access Program (CAP) is to help citizens of this province gain affordable public access to the Internet and to develop the skills to use it effectively. The following activities were undertaken during the past year:

- Site Establishment. Seventy-four Community Access Centres were established in schools, public libraries and other public buildings. This brought the total to 169 CAP sites in the province, providing access to an estimated 585 communities.

- Innovation Fund. In September 2001, a Canada-Newfoundland and Labrador (CNL) - CAP Innovation Fund was implemented which saw 49 projects approved for a total of $420,000. The fund was designed to support initiatives by Community Access Centres that explore and develop innovative projects in the areas of e-commerce, distance learning and adaptive technology. An important goal of this funding is to encourage partnerships and alliances among local community groups, businesses, and agencies.

- Regional Facilitator Project. A regional facilitator initiative continued, with the cooperation of Regional Economic Development Boards and Smart Labrador, to help communities with public Internet access maximize the potential of their sites. This initiative placed 22 regional facilitators directly in the respective zones to help move the CAP mandate forward.

- Youth Initiative. The Youth Initiative Project, funded through Industry Canada and the Department of Youth Services and Post-Secondary Education, employed 77 young people at CAP sites throughout the province. The program targets individuals aged 15-30. It provides them with meaningful work experience and helps them develop computer skills (Web page design, troubleshooting and graphic design), professional skills (promotions, research and training and public relations) and personal skills (organization, problem-solving and decision-making).

The Department of Education is working with Industry Canada on an extension of the CAP agreement. New funding will be used to help support centre operational costs such as hardware/software, telecommunications (Internet and phone lines), salaries, technical support, marketing, supplies and furniture.

Information and Library Resources

While the department oversees and funds the provincial information and library resources service, responsibility for the operation of the library system and the delivery of programs and services rests with the Provincial Information and Library Resources Board (PILRB), a Crown agency under authority of the *Public Libraries Act*. The organization operates 96 local libraries, has approximately 450 permanent, temporary and casual employees and approximately 900 volunteer board members. The organization has an annual budget of approximately $8 million which is funded almost exclusively by the provincial government. The PILRB is charged with the responsibility for:

- establishing and operating public libraries throughout the province;
- a provincial reference and resource library;
- a centralized technical services division;
- library services to communities without libraries through a books-by-mail service; and
- centralized administrative services from its provincial headquarters.

During the 2001-02 fiscal year, the provincial government allocated over $6.2 million to the PILRB for operations. Another $120,000 was allocated for capital expenditures. During the year, an additional $208,000 was provided to cover costs associated with regionalization of services. With this funding, the organization:

- operated 96 libraries with a circulation of approximately $1.6 million and 148,552 registered borrowers;
- relocated a number of existing libraries into more modern shared facilities and established a new provincial headquarters in Stephenville;
- implemented a number of initiatives/cost saving measures (new Web site and new operational and financial policies) to improve the operation and make it more financially accountable;
- utilized a $600,000 grant from Industry Canada to improve infrastructure, expand services, increase training services to staff and public and provide extra hours for library activities;
- implemented a new book order program to help improve the efficiency and accountability of the book ordering process;
- with its $1 million book budget, the organization obtained approximately 40,000 new volumes which significantly improved material resources;
- held a number of planning sessions and established a number of committees to address operational issues including the development of a strategic plan; and
- partnered with a number of organizations to expand services to meet the needs of the public (e.g., the Department of Education in the *Read and Succeed* literacy awareness campaign, the Federal Department of Fisheries and Oceans in the information kiosk project, school boards in shared service arrangements, and Treasury Board and The Gates Foundation in the implementation of a Public Training Initiative).

Information Technology

In 2001-02, the Information Technology (IT) Division undertook initiatives to support and enhance the technological and applications infrastructure of the Department of Education, including:

- improvements to electronic reporting of student data from school-based administration systems;
- supporting schools using *WinSchool*, including training for schools;
- development of a leave management system for the administration of the School for the Deaf to track employee leave;
- development of a Web-based system for tracking grants to non-profit agencies;
- development of a telephone billing system to track phone bill charges and payments;
- development of a system to track allocation and usage of substitute days for curriculum working groups;
- development of a new Oracle database server to improve performance;
- an enhanced Internet presence, including a redesigned department Web site, doubling the amount of information and functionality, and a new intranet site to support users;
- an enhanced mainframe application support, including better T4/pension adjustment reporting and better district-level accounting access;

- enhanced local area network and workstation support, including software management, weekly virus protection updates and upgraded mainframe access; and

- improved user and application support by two full-time individuals who handle day-to-day maintenance, troubleshooting, installation and management of over 250 workstations.

Over the past year, the department registry has implemented newly-introduced legislation on record management policies and added three additional document tracking systems to provide a wider range of support and ensure effective use of the departmental records management system.

During 2001, personnel within the Information Technology Division received violence awareness and action training and act as department facilitator for the project. As well, personnel received training for a new e-mail policy and are currently developing a training plan for in-servicing department personnel.

Financial Support for Education

Trends in Education Expenditures

During 2001-02, the total educational expenditures was over $576 million. Table 4 provides an overview of expenditures from 1991-92 through 2001-02:

Table 4: K-12 Enrolment and Expenditures, 1991-92 to 2001-02

Year	FTE Enrolment	Total Expenditures (millions $)	Total Expenditures per Student ($)
1991-92	121,136	626.0	5,168
1992-93	117,957	633.7	5,372
1993-94	114,558	590.6	5,155
1994-95	110,227	593.4	5,383
1995-96	106,728	591.1	5,538
1996-97	102,794	585.9	5,700
1997-98	97,379	556.6	5,658
1998-99	94,493	542.9	5,745
1999-00	91,053	553.2	6,076
2000-01	87,438	543.5	6,216
2001-02*	84,173	576.9*	6,854*
% Change	-30.5%	-7.8%	32.6%

*Preliminary

- Since 1991-92, enrolment has declined by 30.5%, while total expenditures have declined by only 7.8%, resulting in an increase in per student expenditure of 32.6%.
- The province's commitment to education is reflected in the percentage spent on education relative to GDP per capita, a standard indicator. Based on the most recent figures available, from 1995-96 to 1999-00 this province's ranking has been among the best in the country. In recent years, this province's investment in education has increased at a higher rate than any other province.

Reinvestment in School Board Budgets

Despite a student enrolment decline of almost 4% annually and a substantial reduction in the number of schools operated by boards, the 2001-02 budget for school board grants was maintained at 1998-99 levels.

In 1996-97, government permitted school boards to retain the savings from school closures for capital expenditures for a three-year period. This continued every year since, bringing the total amount that has been reinvested in education, as a result of school closures, to $23.4 million. In fiscal year 2001-02, $5.6 million was reinvested as a result of this initiative.

School Boards' Utility Budgets Balanced

Government invested $3.5 million to cover additional utility costs incurred by school boards over the past two years.

Student Busing

The provincial government invested $800,000 this fiscal year to achieve parity in the school busing system throughout the province. The annualized cost of this initiative is $1.3 million.

Previously, all students in the province, with the exception of St. John's junior and senior high students, had access to school bus transportation provided they lived 1.6 kilometres or more from their designated schools. K-6 busing was introduced in St. John's for the 1999-00 school year. However, there remained a disparity in school busing service for students in Grades 7-12 attending school in the city, which was rectified as of September 2001.

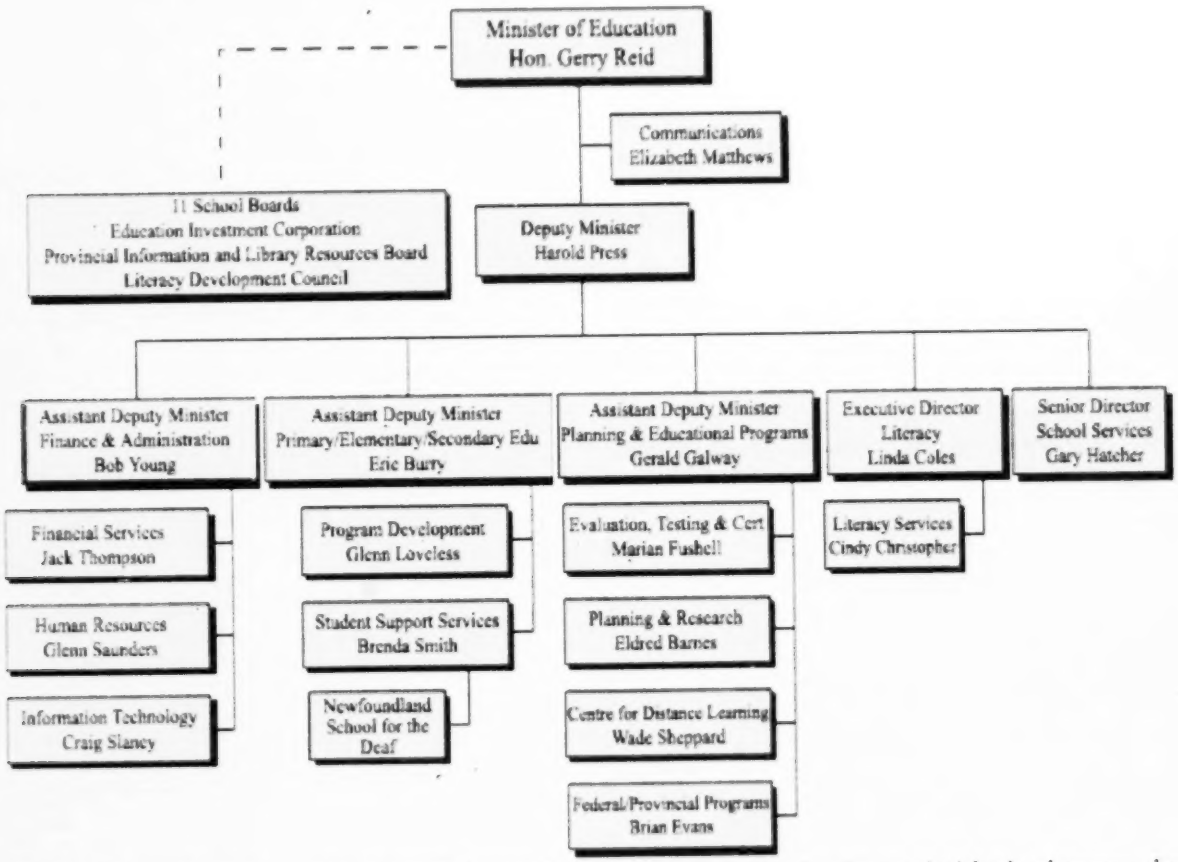
This brings the total commitment for school bus services to $29 million for 2001-02.

Capital Expenditures (School Construction)

Since the consolidation of school boards in 1997, the provincial government has allocated approximately $170 million for major capital school construction projects, including; new school construction, extensions and renovations to existing schools, air quality studies and remediation, where necessary, and maintenance such as the repair/replacement of roofs, windows and siding. A breakdown of capital expenditure and sample projects are included as **Appendix 6**.

Appendices

Appendix 1: Department of Education Organizational Structure



The department fulfils its mandate through three main business lines which correspond to its three executive branches – Primary/Elementary/Secondary, Planning and Educational Programs and Finance and Administration - each headed by an assistant deputy minister reporting to the deputy minister and ultimately to the minister (see above chart). An executive director has responsibility for literacy services in the province. The senior director of school services oversees legislation, school operation and construction, teacher certification and collective agreements.

Primary, Elementary, Secondary Branch. This branch is responsible for the design and implementation of curricular programs and student support services for the provincial school system, the operation of the Official Languages Program and development of the school curriculum. In addition to its two divisions, the branch operates the Newfoundland School for the Deaf.

Planning and Educational Programs Branch. This branch has responsibility for educational planning and policy development, programs for improving teaching and learning, monitoring and certifying student achievement, public accountability and reporting, research and statistics, distance learning (e-learning) and Internet access for teachers, learners and the community. The branch operates three divisions and is responsible for the Centre for Distance Learning and Innovation/Stem-Net.

Finance and Administration Branch. This branch is responsible for effective control and management of all financial aspects of the provincial education system. Through the operation of its three divisions, this branch is also responsible for human resource management, ICT services and administrative support services within the department.

Literacy Branch. This branch is responsible for literacy development, including early literacy, Basic Literacy/Adult Basic Education (ABE), Level I, and the coordination and implementation of the Strategic Literacy Plan, *Words to Live By*.

School Services and Facilities. The School Services and Facilities Division is responsible for maintaining a liaison with school boards and other educational agencies in the interpretation and application of legislation, teachers' collective agreement, regulations, and departmental policies pertaining to the operation of schools. The division is also responsible for teacher certification and capital school construction projects.

Appendix 2: Ministerial Panel Update

Background

On August 19, 1999, then Premier Brian Tobin and Education Minister Judy Foote announced the establishment of the *Ministerial Panel On the Delivery of Education in the Classroom.* The Ministerial Panel was co-chaired by Dr. Ron Sparkes and Dr. Len Williams. They were given the following terms of reference:

- examine the current educational delivery model and consider alternate approaches;
- conduct consultations to ascertain views on appropriate methods for allocating teacher resources and supporting the delivery of education in the classroom;
- examine current research, allocation procedures used in other jurisdictions and methods of delivery; and
- recommend changes to program offerings and the current method of allocating teachers, program delivery methods and issues associated with teacher training and development.

Dr. Sparkes and Dr. Williams were asked to engage in a consultation process and provide a report to the Minister. *Supporting Learning: A Report of the Ministerial Panel on Educational Delivery in the Classroom*, including 86 recommendations, was submitted to the Minister on March 31, 2000. The major recommendations of the report are as follows:

- a balanced and high quality education through an essential program for all students at all levels;
- improvements to teacher allocations;
- accelerated implementation of new curriculum and an increase in funding for learning resources;
- focus on reading and early literacy;
- focus on music and art;
- commitment to develop a new course in Newfoundland and Labrador history;
- renewed commitment to professional development;
- major role for technology through the establishment of a Centre for Distance Learning and Innovation; and
- increased emphasis on accountability of the school system and reporting to the public (public examinations, school and provincial reports, field auditors).

The report was released to the public during a news conference by Minister Foote on April 5, 2000. At that time, the Minister identified certain recommendations as priorities for immediate implementation. These included:

- a new framework for teacher allocation;
- the development and implementation of new curricula;
- increased professional development for teachers;
- a new model for distance learning;
- the creation of a departmental music specialist and reading specialist positions at the district level;
- a streamlined, efficient program of public exams; and
- the creation of two provincial positions to ensure the best educational and administrative practices are followed at the district and school level.

Implementation Committee

On April 15, 2000, the Minister appointed an implementation committee consisting of a member from the House of Assembly, the Newfoundland and Labrador School Boards' Association, the Newfoundland and Labrador Teachers' Association, the Newfoundland and Labrador Federation of School Councils, Memorial University and the Newfoundland and Labrador Association of Directors of Education. Department of Education directors were also invited to serve on the committee.

All recommendations were reviewed during meetings in May and June 2000. This was followed by consultations with each division within the Department of Education. Several groups also provided written reactions to the Panel recommendations, which were carefully reviewed.

Implementation Process

The first stage of implementation involved the development of an action plan. The 86 recommendations were organized under three groupings:

- recommendations that could be implemented with existing department resources;
- recommendations that required legislative changes; and
- recommendations that required new budgetary considerations.

Within this framework, the department commenced implementation of 59 recommendations, within the current budget allocations. Three recommendations required legislative changes – increasing the length of the primary school day to five hours, and amending the *Schools Act, 1997* regarding the appointment, termination and accountability of school district directors. These recommendations were forwarded to Cabinet for direction. Twenty-four recommendations required either one time or ongoing costs built into future budgets for the department. These recommendations were also forwarded for Cabinet direction and budgetary consideration.

Achievements to Date

Since the release of the Panel Report, the Department of Education has moved aggressively on all recommendations which speak to the Department of Education. Following is a summary of progress over the past 24 months.

Curriculum Development, Implementation and Support

Development & Implementation of New Curricula (Recommendations 1 - 7)

- The budget for learning resources was increased by $1.7 million in the 2001 and 2002 provincial budgets so that new programs already developed could be implemented more quickly.
- The department has increased the pace of new curricula implementation, particularly curricula developed with our partners in the other Atlantic provinces. New implementations include:

  – a regionally-developed English language arts curriculum for Grades 1-10, including four new courses at Grade 10 in September 2001, thereby commencing a new English curriculum at senior high;

  – a regionally-developed mathematics curriculum at Grades 1, 2 and 7; academic, general, and advanced courses at Grades 10 and 11; and a general mathematics course at Grade 12;

  – a science course at Grade 10;

  – world geography courses at Grade 12;

  – a technology module at Grade 7 and a technology education course at Grade 10;

  – a new physical education curriculum for Grades 1-6; and

  – a religious education curriculum for Grades 4-6, being prepared for implementation in September 2002.

High school program (Recommendations 8 - 11)

- School districts have been asked to introduce measures to ensure that students at high school undertake a challenging set of courses and that schools make the most effective use of instructional time.
- Funding has been secured to hire an educational effectiveness team, including field auditors, to monitor progress at the school and district levels and provide assistance to school districts.

Local Courses (Recommendations 12 & 13)

- The department has undertaken a comprehensive review of all locally-developed courses with the aim of reducing the number of such courses and ensuring that the administration surrounding local courses is more streamlined and efficient.
- A new policy and procedures for the development, approval, and delivery of locally-developed courses will be implemented in the 2002-03 school year.

Newfoundland and Labrador History (Recommendation 14)

- A Newfoundland and Labrador history course for Grade 8 is currently under development. The new course will be ready for pilot in September 2002 and implementation in September 2003.

Fine Arts (Recommendations 15 - 17)

- A music specialist has been hired within the Department's Program Development Division. Priority is being given to professional development and the K-6 music curriculum.
- The focus of the department's art specialist is on professional development and new curriculum, based on a regionally-developed foundation document for arts education.

Programming for Students with Differing Interests and Abilities (Recommendation 18)

- The department has implemented several new courses at senior high to address students with differing needs and interests, including:

  – general and academic courses in English at Grade 10, and in mathematics at Grades 10-12;

  – English 1200 at Grade 10 to accommodate the needs of students who are struggling with reading and writing as they enter high school;

  – Writing 2203 to accommodate a range of student interests and abilities; and

  – two levels of World Geography 3200 and 3202, to address differing interests and abilities at Grade 12.

Multi-level Grouping (Recommendations 19 - 24)

- The department is collaborating with Memorial University, the NLTA and school districts to ensure that appropriate pre-service and professional development are provided to teachers who are already teaching and those who anticipate teaching in multi-level classrooms.

Special Education (Recommendations 25 - 33)

- The department has implemented several recommendations regarding delivery of special education programming, including:

  – streamlined documentation related to the development of Individual Services Plans (ISSPs);

  – in-service for teachers on Pathways planning with new forms and templates to reduce teacher workload;

  – enhanced communication with parents and the public through such initiatives as a brochure outlining services and procedures to be followed; and

  – a database that allows school districts to submit documentation electronically, thereby eliminating significant paper flow and expediting the procedures for providing supports to students with exceptional needs.
- The department is also researching the implications of recommendations addressing the areas of student assistants and alternate schooling.

Enabling Learning

Use of Instructional Time (Recommendations 34 & 35)

- School districts have been asked to introduce measures to monitor assigned instructional time, classroom interruptions and absenteeism (on a school-by-school basis) and the number of instructional days taken for examinations.

Early Intervention (Recommendations 36 - 41)

- Reading specialists have been hired by each of the 10 Anglophone school districts.
- Training (using the *First Steps* training model) has been provided for leadership teams from each school district to deliver professional development in reading, writing, oral language and spelling at the primary school level. In-service in reading for classroom and special education teachers at the primary level has been ongoing and will continue through the 2002-03 school year.
- A reading assessment kit and a professional development binder (Atlantic Canada Reading Assessment Resource Teacher's Guide) have been developed for primary teachers by a working group as part of an Atlantic Provinces Education Foundation initiative.
- A series of brochures, entitled *Let's Talk About English Language Arts* is being developed for schools for their work with parents.
- A handbook of reading strategies and suggestions to support parents of children from infancy to age 6 is currently under development.
- A substantial public awareness campaign, entitled *Read and Succeed*, has been undertaken to promote reading as a family affair and a means to success.
- An early childhood initiative, the *KinderStart* program, has been introduced. This program consists of a series of sessions that can be held with pre-Kindergarten children using a resource binder and a tot bag of reading and other material designed to assist children's transition into Kindergarten. This is an example of the partnership among the Department of Education and other government departments and agencies to ensure that early intervention and prevention programs and supports are in place for pre-school children.
- The length of the school day for primary children will be extended to five hours, commencing September 2002.

Teacher Availability and Training (Recommendations 42 - 44)

- School district directors were advised to staff schools with full-time teachers, where possible.
- A survey of teachers formed part of *Teacher Demand, Supply and Retention in Newfoundland and Labrador*, a report published in 2001 by Dr. David. Dibbon and Dr. Bruce Sheppard (Rec. 43).
- Based on the recommendations of a provincial advisory group on teacher supply and demand, the department has initiated the following:

  – an annual provincial teacher recruitment fair at Memorial University (May 17, 2001 and May 16, 2002 at Memorial's St. John's campus);

  – information sessions on anticipated job openings for 2002, by district, at Memorial University's Faculty of Education, November 2001;

  – an amendment to the Teacher Certification Regulations to allow university graduates who hold a degree to be hired as emergency supply teachers at a salary level greater than the minimum paid to a high school graduate, but less than that paid to a fully certified teacher;

  – an enhanced beginning salary for teachers (by eliminating the first salary step in the previous collective agreement) and enhanced retirement benefits for teachers who work beyond 30 years;

  – a $5,000 bonus for teachers who teach in remote, coastal Labrador;

  – a review of initiatives to recruit students into the Faculty of Education at Memorial University from disciplines such as science, mathematics, and languages;

  – collaboration with other provinces, through the Council of Ministers of Education, Canada (CMEC) to enhance the profile of teaching as a profession and the recruitment of prospective educators into faculties of education; and

  – effective January 2002, a provision permitting school districts to hire retired teachers on a one-year term contract to fill positions for which boards have clearly established that no other qualified

teachers are available. In such cases, retired teachers would continue to receive their pension salary and the regular salary as set forth in the teacher pay scale.

Professional Development (Recommendations 45 - 47)

- A professional development partnership has been established between the department and school districts. The department is working closely with assistant directors of programs from each school district to collaboratively develop yearly priorities for professional development. Priorities to 2002-03 include primary literacy, curriculum implementation, diverse learners and leadership.
- An additional $900,000 has been allotted for increased professional development for all teachers, with significant emphasis on initiatives for primary teachers, and other priorities as determined through meetings between assistant directors of programs and department directors.
- A committee is working on the development of a professional development alliance involving the department, school districts, the NLTA and Memorial University.
- An additional three days have been added to the school year, primarily for in-service on new school programs and other professional development.

Guidance (Recommendation 48)

- The allocation of guidance counsellors has been increased to 1 per 500 students (from the previous 1 per 1000) in order to respond to the needs identified for guidance services.

Alternate School Settings (Recommendations 49 - 50)

- The department is researching practices in other jurisdictions and examining the effectiveness of instances of alternative schooling in this province.

School Administrators (Recommendation 51)

- A five-day extension of the work year for principals requires collective bargaining and a change in legislation. Like teachers, principals had an extra three paid days added to their school year within the 2002 collective agreement.

Secretarial & Technical Support (Recommendations 52)

- A committee, chaired by the department's assistant deputy minister of finance, with membership from the Newfoundland and Labrador School Boards' Association and the department, is currently reviewing all aspects of grant allocations.
- Funds for 2002-03 were held at previous levels, despite a decline in student enrolment.

Organizing for Effective Schooling (Recommendations 53 - 55)

- A committee, comprising several district-level assistant directors of programs, is working on a framework for in-service and professional development for school administrators. Partnerships with Memorial University and the Newfoundland and Labrador Teachers' Association will be part of this initiative.

Resourcing the Education System

Teacher Allocations (Recommendations 56 - 57)

- The department implemented a new teacher allocation formula in April 2000. New allocations are tied to size of school and programs at the school level.
- In Budget 2001, government announced that the same number of teachers allocated in 2000 would remain in place for 2001. This amounted to an $11 million investment in the K-12 education system. For the 2002-03 school year, 218 slated for removal, according to the current allocation formula, will be retained, at an additional cost of $13 million.

Distance Education / E-learning

Model and Implementation (Recommendations 58 - 64)

- A Centre for Distance Learning and Innovation (CDLI) has been established and a director and staff are in place.
- For September 2001, 10 on-line senior high courses, crossing six different subject areas, were developed for pilot by e-teachers working out of schools within various school districts. By September 2002 it is expected that 17 on-line high school courses will be available throughout the province and 27 courses by 2003.
- Planning for the provision of professional development and other supports for teachers across the K-12 system is underway, using World Geography as a model.
- Collaboration with the other three Atlantic provinces is taking place with the intent to develop common core courses at the Atlantic Canada level.
- Collaboration with various agencies and levels of government is ongoing as CDLI personnel work toward increased integration of e-learning activity in the province.
- Collaboration is taking place with school districts to coordinate e-learning activities and the deployment and management of e-learning technological resources.
- A letter of intent has been signed with The Canadian Armed Forces School of Engineering which gives opportunities for CDLI to provide courses and learning resources to the school and access to other content owned by the school.
- Enhanced integration of CDLI and STEM~Net services is under way. STEM~Net will take on many of the responsibilities related to connectivity and tech-support for e-learning in the K-12 system.

Organizing the System for Learning

Governance and School Board Operations (Recommendations 65 - 67)

- The *Schools Act, 1997* has been amended through Bill 8, such that the appointment of district directors must receive Ministerial approval and district budgets are to be submitted for approval annually.

Department of Education Structures (Recommendation 68)

- The department has taken steps to improve cooperation and communication among staff within the Primary, Elementary, Secondary Branch and the Planning and Educational Programs Branch so that there is a more coordinated and integrated approach to planning and operations. For example, committee work and professional development within one division includes representation from other divisions of the branches.

School Construction and Maintenance (Recommendations 69 - 70)

- Policies and procedures associated with school planning have been reviewed and a revised manual has been drafted. The revised manual is currently being reviewed by school district directors. It is anticipated that the manual will be in place for the 2002-03 school year.

Assessment and Accountability

Public Examinations (Recommendations 71 - 76)

- A new, streamlined, efficient program of public examinations has been established. Six public examinations were administered in June 2001 (following procedures for development, and scoring and analysis contained in recommendations 71-76 and 85). These examinations were assessed by panels of teachers and reported upon according to recommended guidelines.
- Ten public examinations will be administered in June 2002.

System Accountability (Recommendations 77 - 81)

- In the spring of 2003, the department intends to publish *Profile 2003*, a K-12 educational indicators report, which will form the basis for such a report every three years thereafter.
- Commencing in 2003, the department will also publish school reports every two years that give comparative data on all schools in the province.
- A committee on school-level reporting is developing guidelines and strategies for the future publication of school-level reports across the province.

Enhancing the Basis of Accountability (Recommendations 82 - 86)

- A program of comprehensive testing at the end of Grades 3, 6, and 9 has been established. A comprehensive language test will be administered annually at the end of Grades 3 and 6; mathematics tests will be administered every three years at Grades 3 and 6; language, mathematics, and science tests will be administered every three years at the end of Grade 9.
- A comprehensive language test was administered to Grade 3 students in May 2001. This criterion-referenced test was assessed by a panel of primary teachers and reported upon according to guidelines set forth by the Division of Evaluation, Testing, and Certification. Communication and analysis of results were undertaken through a series of meetings with school and school district personnel.

Looking Toward 2003

Since the release of the Ministerial Panel Report, all 86 recommendations have undergone extensive review and all recommendations which speak to the Department of Education are in the process of being implemented. Progress to date demonstrates that the Minister is keeping a promise that "government would build on the opportunities emanating from education reform to achieve a higher quality of education for our children."

Within the next year, the Department of Education will move aggressively forward with work related to the report's recommendations. By the end of the 2002-03 school year, it is anticipated that sufficient resources, frameworks and action plans will be in place to implement those recommendations that have not yet been fully implemented.

Appendix 3: Strategic Literacy Plan, Overview and Grants for 2001-02

Overview

Background

In January, 1998, Government announced its intention to develop a strategic literacy plan for Newfoundland and Labrador. During a province wide public consultation process, input was gathered from a variety of stakeholders including learners, volunteers, educators, community agencies, the Literacy Development Council, as well as representatives of industry, labour and both the federal and provincial governments. Research and a review of other literacy plans supplemented the process. Minister Foote and her colleagues released *Words to Live By: A Strategic Literacy Plan for Newfoundland and Labrador* during a press conference in May 2000.

Words To Live By has 3 goals:

- Literacy levels which are among the highest in Canada
- A culture which values literacy as a desirable goal for all people
- An integrated approach to literacy development

11 major objectives were identified to meet the goals:

- Increase opportunities for literacy development in young children
- Ensuring all graduates of the K-12 school system achieve full functional literacy
- Increase teachers' and other professionals' knowledge of children's literacy development by providing support for professional development activities
- Ensure appropriate and achievable standards for the assessment of literacy development are set, progress measured and results reported
- Improve accessibility to adult literacy programs
- Ensure appropriateness of curriculum and instructor qualifications for ABE and literacy programs
- Support and encourage workplace literacy initiatives
- Increase support to a wide range of activities aimed at enhancing literacy development in the province
- Increase public awareness of the importance of literacy
- Increase parents' awareness of strategies to promote their children's literacy development
- Enhance literacy development through greater collaboration and coordination

Each objective outlines several actions encompassing literacy issues from early childhood through adulthood.

Implementation Process

Words To Live By is an evolving plan that provides a framework for implementation. A Committee of Deputies from across government is overseeing its implementation and have appointed senior officials, from their respective departments, to serve on an implementation committee led by the Department of Education.

Achievements to Date

All eleven objectives of the plan have been addressed to varying degrees, with 40 initiatives having been introduced, 26 successfully implemented and 14 ongoing. Initiatives undertaken to support *Words to Live By* during 2001-02 are highlighted in the Programs and Services section of this report. Grants provided to community partners which support the strategic directions of the plan are listed at the end of this Appendix.

Looking Toward 2003

A status report on the implementation of *Words to Live By* is currently being finalized and is expected to be released in the coming year. In addition, 20 new initiatives have been identified as possible next steps for implementation. These initiatives are intended to enhance the implementation of the plan and will be presented to the Committee of Deputies for approval. *Words to Live By: A Strategic Literacy Plan for Newfoundland and Labrador* is active and already proven to be a viable plan.

Early Childhood Literacy Programs for Ages 0-6

Organization	Program Title	Amount ($)
Goulds Elementary School	Goulds Elementary Early Intervention Program	4,500.00
Holyrood Library	Holyrood Library Literacy Project	1,000.00
Green Bay South Academy	GBSA Literacy Preschool Program	5,000.00
Main Brook Preschool Committee	Preschool Literacy Program	2,000.00
Green Bay Early Childhood Enrichment Committee	Parent-Child Mother Goose Program	5,000.00
St. Joseph's Early Literacy Network	Parent and Community Support for Early Literacy Development	5,000.00
Humber Literacy Council	Books for Babies Continuation/Update of Handbook/Redesign of Registration	20,000.00
Belanger Memorial School	Early Childhood Language Stimulation Program	5,000.00
Fatima Academy Afterschool Playgroup	Afterschool Playgroup	2,000.00
Cow Head Public Library	Reading Circle	1,500.00
Exploits Valley Community Coalition	Story Time Adventures	2,400.00
Fogo Island Fun and Learning Centre	A Prevention and Early Intervention Plan Continuation	17,320.00
St. Teresa's School	Early Intervention Project for At-Risk Preschoolers	5,000.00
Bishop Abraham Elementary	Springboard to Literacy Two	4,406.40
Buckmasters Circle Community Centre	PRINTS - Parents' Role Interacting with Teacher Support	1,056.00
Holyrood Early Literacy Connection	Parent and Community Support for Early Literacy Development	6,000.00
Vista Family Resource Centre	PRINTS Program for the Vista Family Resource Centre	2,000.00
The Curtoglen Literacy Centre	Booky the Bear's Playroom/Booky's Reading for Fun	3,459.00
Northern Peninsula/Labrador Straits Family Resource Centre	PRINTS	5,000.00
Education, Resources & Support Services	Coordinating a Family Literacy Program	8,200.00
Nfld Parent-Child Mother Goose	Two Model Projects for the Parent-Child Mother Goose	20,000.00
MacMorran Community Centre	Empowering Parents as Facilitators of their Children's Early Literacy Development	5,000.00
Cowan Heights Elementary School	Early Literacy Project	2,680.00
Buckmasters Circle Community Centre	Early Childhood Literacy Skill Development Program	4,220.00
Total ECD funding		**$137,741.40**

Literacy Development Council/Endowment Fund Interest Grants

Organization	Project/Program Title	Amount ($)
Kilbride to Ferryland Family Resource Centre Coalition	PRINTS Program	5,000.00
Humber Literacy Council	Books for Babies	23,465.00
Friends of the Northwest River Volunteer Library	Play and Learn	4,428.00
Buckmasters Circle Community Centre	Adult Literacy Development Program	25,000.00
Buckmasters Circle Community Centre	Early Childhood Literacy Skill Development Program	2,680.00
Holy Cross Junior High Literacy Committee	Reading Education and Literacy (REAL)	30,000.00
Mom and Me Playgroup	Mom and Me Playgroup Literacy Program	5,000.00
Community Education Network	Grandparents as Teaching Partners Program	2,705.00
Brighter Futures Coalition	Brighter Futures Coalition Initiatives	7,040.00
Froude Avenue Community Centre	Youth Educational Support Program (YESP)	27,666.60
Bishop Abraham School Improvement Committee	Springboard to Literacy	3,436.00
Baie Verte Peninsula Economic Development Association	Open Doors to Family Literacy	10,000.00
Vista Family Resource Centre	Parents and Teachers as Partners in Early Literacy Development	2,640.00
Virginia Park School Literacy Committee	Home and School Together	5,000.00
Rabbittown Learners' Program	Rabbittown Learners' Program	70,700.00
The Employment Preparation Centre	The Learning Centre	24,486.00
Burin Peninsula Laubach Literacy Council Inc.	Laubach Learning Centre	32,575.96
Deer Lake Community Learning Council Management	Continuing to Address Community Literacy Needs in Deer Lake	27,802.00
Teachers on Wheels	Teachers on Wheels 2001	45,000.00
Baie Verte Peninsula Economic Development Association	Level I Adult Basic Education	12,622.00
MacDonald Drive Elementary School	The Family Literacy Project for New Immigrants	10,720.00
BUILD Group	Bishop's Falls United in Inclusion and Literacy Development (BUILD)	9,500.00
Partners in Learning, West St. Modeste	Partners in Learning Community Learning Centre	24,117.00
Total		**$411,583.56**

National Literacy Secretariat Grants for Literacy Projects

Organization	Project Title	Amount ($)
College of the North Atlantic	Life Long Learning: Sharing our Vision	25,000.00
Teachers on Wheels	Volunteer Profile and Assessment Package	29,000.00
The Writers' Alliance of Newfoundland and Labrador	Words from the Rock	50,000.00
Primary Reading Working Group	Parents as Reading Teachers (PART)	30,000.00
Educational Resource Development Cooperative	Parent/Child Mother Goose Program	17,225.00
Humber Literacy Council	Support Staff and Calendar	8,694.90
Brother T.J. Murphy Learning Resource Centre	Promoting Awareness Through Evaluation	39,300.00
Senior's Resource Centre	Listen to Me!	30,000.00
The PREP Program, Health and Community Services - St. John's	Words for Work (Literacy and Employment Project)	30,000.00
Learning Disabilities Association	Learning Disabilities Association Literacy Initiatives	50,000.00
Newfoundland and Labrador Association for Adult Education (NLAAE)	Common Threads: Uniting Supporters of Literacy in Newfoundland and Labrador	50,000.00
Baie Verte Peninsula Economic Development Association	Open Doors to Family Literacy	10,000.00
L'Association régionale de la côte ouest, inc.	A la découverte de notre patrimoine (Discovering our Heritage)	30,000.00
Labrador West Young People's Association	Partnering for Literacy Development in Labrador West	46,300.00
Labrador White Bear Literacy Council	Healthy Living by Improving Literacy Skills	30,000.00
Rabbittown Learners' Program	Policies and Procedures Manual and Learners' Handbook	20,000.00
Brother T.J. Murphy Learning Resource Centre	Personal Creativity and Increasing Motivation for Literacy Pursuits	38,000.00
Adult Basic Education Writing Network	It All Had Another Use	32,330.00
Literacy Development Council	Facilitated Board Development	14,100.00
Teachers on Wheels	Pot-bellied Stoves and Kitchen Tables	35,000.00
Autism Society of Newfoundland and Labrador	Literacy Development for Persons with Autism	20,000.00
Battle Harbour Literacy Council	Learning to Be Crime Free	25,000.00
Port Hope Simpson Learning Centre	Enhancing Literacy Skills-Connecting Youth and Adults and Seniors	23,000.00
Bay St. George Literacy Council	Program Coordinator	16,000.00
Partners in Learning, West St. Modeste	Strait Talk: A Tool for Literacy Development in the Straits	40,000.00
Newfoundland and Labrador Laubach Literacy Council	Awareness and Assessment	25,000.00
Southern Avalon Development Association	Literacy Needs Analysis	23,000.00
Total		**$786,949.90**

Appendix 4: Curriculum Implementation

Language Arts	Mathematics	Science	Social Studies
K-3, 4-6, & 7-9 • New curriculum fully implemented in English and French **Levels I-III (Senior High)** • English 1201 & 1202 implemented in Sept. 2001 • English 1200 implemented in Sept. 2001 • Writing 2203 implemented in Sept. 2001 • English 2201 & 2202 to be implemented in Sept. 2002 • English 3201 & 3202 to be implemented in Sept. 2003 Note 1: By Sept. 2003 the entire English curriculum, K-12 will have been implemented. Note 2: Global Literature 3206 is currently being piloted. Note 3: Canadian Literature 3205 will be piloted in 2003. Note 4: Language 3204 will be piloted in 2004.	**K-3, 4-6, & 7-9** • New curriculum and resources for K-3 in francophone schools • New curriculum and resources for K-2 (for English and French Immersion) • Gr. 3 to be implemented in Sept. 2002 • Curriculum fully developed, Gr. 4-6 • New resources, Gr. 4-6, being evaluated to be implemented in Sept. 2003 & 2004 • New curriculum and resources for Gr. 4 & 5 in francophone schools • New curriculum fully developed, Gr. 7-9 • New Gr. 7 curriculum and resources implemented in Sept 2001 • New Gr. 8 & 9 curriculum and resources to be implemented in Sept. 2002 & 2003 respectively • New curriculum and resources for Gr. 6-9 in francophone schools, Sept. 2002 **Levels I-III** • Curriculum fully implemented by Sept. 2002 • New mathematiques 3231/3232 implemented in francophone schools	**K-3, 4-6, & 7-9** • New K-3 curriculum and learning resources implemented in Sept. 1995 • New 4-6 curriculum to be implemented in English and French immersion in Sept. 2002 • New 7-9 curriculum & learning resources fully implemented by Sept. 1998 **Levels I-III** • Earth Systems 3209 implemented in Sept. 1999 • Science 1206/Sciences 1236 implemented in Sept. 2001 • Chimie 2239 implemented in Sept. 2001 • Biology 2201, Physics 2204 & Chemistry 2202 to be implemented in Sept. 2002 • Biology 3201, Physics 3204 & Chemistry 3202 to be implemented in Sept. 2003 • Science 2200/3200 to begin pilot in Sept. 2003	**K-3, 4-6, & 7-9** • New APEF curriculum nearing completion • Pilot in Kindergarten scheduled for Sept. 2002, with implementation planned for Sept. 2003 • Gr. 1 & 2 pilot in English and French immersion scheduled for Sept. 2003, with implementation planned for Sept. 2004 • New Gr. 7 social studies implemented in francophone and French immersion schools • New Grade 9 curriculum, Atlantic Canada in the Global Community, implemented in Sept. 1998 • Grades 7 & 8 scheduled to be implemented in Sept. 2004 **Levels I-III** • World. Geog. 3202/3200 implemented in Sept. 2001 • Canadian Economy 2203 to be implemented in Sept. 2002 • Économie canadienne 2233 to be implemented in 2003

Technology Education	Physical Education	Religious Education	Arts
7-9 • Curriculum developed • Grade 7 module (Communications Tech.) implemented **Levels I-III** • Integrated Systems 1205 implemented in Sept. 2001	**K-3 & 4-6** • New curriculum implemented in Sept. 2001 **7-9** • New curriculum developed • Piloting planned for Sept. 2002 **Levels I-III** • Healthy Living 1200 to be implemented in Sept. 2002	**4-6** • Curriculum developed; learning resources under development • Implementation planned for Sept. 2002 **7-9** • Curriculum developed; learning resources under development • Implementation planned for Sept. 2003	**K-3** • New Art and Music curriculum under development **4-6** • New Music curriculum under development • Art Curriculum to be developed in 2002-03 **7-9** • Art and Music curriculum to be developed in 2002-03 **Levels I-III** • Art Technologies 1201 implemented in late 1990s • A revised Art and Design 2200/3200 to be implemented in Sept. 2002 • The 6 existing courses in Art and Music were implemented in the mid-1990s

Appendix 5: Student Scholarships and Awards

The list of scholarships awarded annually through the Department of Education is as follows:

Junior Jubilee Scholarship – $2,500 awarded to the student who attains the highest mark for the province in the Scholarship Examination.

- As a result of a tie for the highest mark on the Scholarship Examination, in 2001 there were two Jubilee winners: Anand Joshi (Gonzaga High, St. John's) and Rajiv Thavanathan (Holy Heart of Mary Regional High), St. John's.

Constable W. C. Moss Scholarship – $1,000 awarded to the son or daughter of an active, retired, or deceased member of the Royal Newfoundland Constabulary or the Royal Canadian Mounted Police (other than the Jubilee winner) who attains the highest mark in the Scholarship Examination.

- The winner for June, 2001 was Matthew Carroll (Gonzaga High, St. John's).

Electoral District Scholarships – three scholarships of $1,000 each are awarded to three students (other than the Junior Jubilee and the W. C. Moss winners) in each of the 48 electoral districts who attain the highest marks in the Scholarship Examination for the respective electoral districts in which they resided during their graduating year.

- Winners of the Electoral District Scholarship for 2001 were as follows:

Baie Verte

Melissa Robinson	MSB Regional Academy
Valene Tilley	MSB Regional Academy
Douglas Yetman	Baie Verte High

Bay of Islands

Daniel Brake	Regina Regional High
Sheena House	Templeton Collegiate
Kayla Sheppard	St. James' All Grade

Bellevue

Marc Cooper	Crescent Collegiate
Jason Piercey	Crescent Collegiate
Laura Temple	Crescent Collegiate

Bonavista North

Deon Chaulk	Lumsden School Complex
Candice Gibbons	Lumsden School Complex
Ashley Melindy	Lumsden School Complex

Bonavista South

Hannah Dickson	Musgravetown High
Joshua Tremblett	Discovery Collegiate
Ashley Way	Discovery Collegiate

Burgeo & La Poile

Jessica Mauger	St. James Regional High
Tia Osmond	Grandy's River Collegiate
Chad Skinner	St. James Regional High

Burin-Placentia West

Kyla Brake	Marystown Central High
Stephanie Lundrigan	Pearce Regional High
Krista Upshall	Pearce Regional High

Cape St. Francis

Matthew Grenning	Prince of Wales Collegiate
Dylan Mackay	Prince of Wales Collegiate
Tara Rumsey	Gonzaga High

Carbonear-Harbour Grace

Colleen Dunphy	Carbonear Integ. Collegiate
Jamie Horwood	Carbonear Integ. Collegiate
Anna Robinson	Carbonear Integ. Collegiate

Cartwright-L'Anse au Clair

William A. Fowler	Mountain Feild Academy
Shannon Halbot	Mountain Feild Academy
Grant Parr	D.C. Young School

Conception Bay East & Bell Island

Susan Lawlor	Holy Spirit High
Jordan Parsons	Prince of Wales Collegiate
Andrew Winter	Prince of Wales Collegiate

Conception Bay South

Angela Dyke	Prince of Wales Collegiate
Adam Hart	Queen Elizabeth R.H.
Katie Kennedy	Holy Spirit High

Exploits

Sarah Adams	Leo Burke Academy
Natalie Parsons	Botwood Collegiate
Neil Ward	Point Learnington Academy

Ferryland

Laura Emberley	Mobile Central High
Simon Silk	Prince of Wales Collegiate
Jeffrey Stanley	Bishops College

Fortune Bay - Cape La Hune

Matthew Jensen	King Academy
Curtis Organ	Holy Cross All-Grade
Hughie J. Snook	King Academy

Gander

Ann-Marie Chaulk	Gander Collegiate
Pamela Chaulk	Gander Collegiate
Michael Mohareb	Gander Collegiate

Grand Bank

Bradley Ayers	St. Joseph's Academy
Janelle Kenway	Pearce Regional High
Lance Quirke	Holy Name of Mary Acad.

Grand Falls-Buchans

Yodit Edemariam	Exploits Valley High
Paul LeDrew	Exploits Valley High
Andrew Whelan	Lakeside Academy

Harbour Main - Whitbourne

Allison Blundon	Crescent Collegiate
Jenny Earle	Crescent Collegiate
Linda Scott	Ascension Collegiate

Humber East

Meghan Gosse	Herdman Collegiate
Jessica Humber	Pasadena Academy
Christopher Jackman	Regina Regional High

Humber Valley

Wendy House	Main River Academy
Jocelyn Rubia	Elwood Regional High
Adam Sheppard	Elwood Regional High

Humber West

Caroline Crocker	Herdman Collegiate
Jillian Lee	Regina Regional High
Julia Lee	Regina Regional High

Kilbride

Gregory Browne	Booth Memorial
Michael Long	Booth Memorial
Amanda Power	Booth Memorial

Labrador West

David Mitchell	Menihek High
Kerwin Moores	Menihek High
Matthew Sullivan	Menihek High

Lake Melville

Tracy Hardiman	Goose High
Kim Michelau	Goose High
Desmond Montague	Lake Melville Central High

Lewisporte

Brad Coish	Lewisporte Collegiate
William Oxford	Lewisporte Collegiate
Dane Sheppard	Lewisporte Collegiate

Mount Pearl

Lorie Duggan	O'Donel High
Matthew Hamilton	O'Donel High
Renee Lester	Gonzaga High

Placentia - St. Mary's

Michael Collins	Laval High
Patrick Gear	Laval High
Sheri-Lynn Singleton	Dunne Memorial Academy

Port au Port

Steven Duffy	Stephenville High
Trina Hynes	Piccadilly High
Courtney LeCointre	Picadilly High

Port de Grave

Chantel Barrett	Ascension Collegiate
Candice Russell	Ascension Collegiate
Jennifer Yetman	Ascension Collegiate

St. Barbe

Christopher Dredge	St. Augustine's Central High
Dawn Pittman	Holland's Memorial High
Christine Wu	Roncalli Central High

St. George's - Stephenville East

David James Cutler	St. Joseph's Central High
Jeremy Harnum	E.A. Butler/Cassidy Mem.
Stephanie Lucas	Assumption High

St. John's Centre

Kelley Bromley	Gonzaga High
Sarah Morrissey	Holy Heart of Mary RH
Amy Van Theil	Bishops College

St. John's East

Luke Major	Bishops College
Kevin O'Shea	Gonzaga High
Genevieve Simms	Prince of Wales Collegiate

St. John's North

Amy Flight	Holy Heart of Mary RH
April Penney	Holy Heart of Mary RH
Jordan Wright	Prince of Wales Collegiate

St. John's South

David Banoub	Prince of Wales Collegiate
Ashley Parsons	Mount Pearl Senior High
Holly White	Gonzaga High

St. John's West

Jonathan Anderson	Prince of Wales Collegiate
Allison Hall	Holy Heart of Mary RH
Timothy Kelly	Holy Heart of Mary RH

Signal Hill - Quidi Vidi

Melissa Hill	Prince of Wales Collegiate
Megan Smith	Holy Heart of Mary RH
Misha Warbanski	Prince of Wales Collegiate

Terra Nova

Matthew Garrett	Glovertown Academy
Jillian Penney	Holy Cross School Complex
Adam Stead	Glovertown Academy

The Straits - White Bay North

Clinton Hedderson	Bayview Regional Collegiate
Tara Hughes	Canon Richards High
Everton McLean	Sacred Heart All Grade

Topsail

Laura Nurse	Holy Spirit High
Andrew Snelgrove	Queen Elizabeth RH
Gregory Walsh	Prince of Wales Collegiate

Torngat Mountains

Karen Adams	Northern Lights Academy
Christopher Belbin	Jens Haven Memorial AG
Jodene Hopkins	Northern Lights Academy

Trinity - Bay de Verde

Jennifer Delaney	North Shore Collegiate
Melissa Hopkins	E. J. Pratt Central High
Sarah White	Crescent Collegiate

Trinity North

Leslie Doody	Clarenville Integrated
Russell Peddle	Clarenville Integrated
Rosey Watton	Clarenville Integrated

Twillingate - Fogo

Kacy Huang	J.M. Olds Collegiate
Ralph Link	J.M. Olds Collegiate
Heather Watkins	J.M. Olds Collegiate

Virginia Waters

Erin Kelland	Holy Heart of Mary RH
Adam Riggio	Booth Memorial
Mark Russell	Holy Heart of Mary RH

Waterford Valley

Heidi King	Holy Heart of Mary RH
Neil MacDonald	O'Donel High
Michael Rose	O'Donel High

Windsor -Springdale

John J. Foster	Indian River High
Mark J. Heath	Indian River High
Heather Oxford	Indian River High

Centenary of Responsible Government Scholarships – Fifty-five scholarships of $1000 each are awarded to the fifty-five students (other than the winners of the Junior Jubilee, the W. C. Moss and the Electoral District Scholarships) who attain the highest marks provincially in the Scholarship Examination.

- Winners of the Centenary of Responsible Government Scholarships for 2001 were:

Matthew Beaudoin	Holy Heart of Mary RH
Patricia Beh	O'Donel High
Andrew Bonnell	Regina Regional High
Donald Burden	Prince of Wales Collegiate
Paul Chausson	Regina Regional High
Erik Charron	Holy Heart of Mary RH

David Churchill	Bishops College
Janine Churchill	Prince of Wales Collegiate
Juliana Coffey	Gonzaga High
Andrew Collins	Bishops College
Tiffany Crane	O'Donel High
Brandon Cross	Queen Elizabeth RH
Karen Dickson	Bishops College
Stephen Doyle	O'Donel High
Holly Dyke	Prince of Wales Collegiate
Sarah Flynn	Booth Memorial
Krista Fradsham	Holy Spirit High
David Goosney	Bishops College
Laura Hancock	Mount Pearl Senior High
Lindsay Harding	Booth Memorial
Meghan Harding	Bishops College
Natalia Hatcher	O'Donel High
Jamie Hollett	Holy Heart of Mary RH
Timothy L. Hopkins	Queen Elizabeth RH
Tzu-Hao Hsu	Prince of Wales Collegiate
Margaret-Ann Jones	Booth Memorial High
Derrick Lee	Prince of Wales Collegiate
Grant Lethbridge	O'Donel High
Ming Liu	Prince of Wales Collegiate
David Lundrigan	Pearce Regional High
Nicole Lynch	Ascension Collegiate
Sarah Malik	Prince of Wales Collegiate
Jonathon Martin	Holy Heart of Mary RH
Shauna Mercer	Mount Pearl Senior High
Jake Mercier	Regina Regional High
Colette Moores	Bishops College
Meghan Negrijn	Queen Elizabeth RH
Michael Organ	Holy Heart of Mary RH
Justin Peddle	Holy Spirit High
Stephen Phillips	Gonzaga High
Michelle Pittman	O'Donel High
Adrianne Power	Booth Memorial High
Allyson Power	Gonzaga High
Joshua Prim	Bishops College
Krista Quinton	Bishops College
Andrew Roberts	Prince of Wales Collegiate
Christopher Roche	Holy Heart of Mary RH
Bill Scarth	Holy Heart of Mary RH
Heather Sharpe	Queen Elizabeth RH
Sara Slade	Mount Pearl Senior High
Jeremy Tuck	Holy Heart of Mary RH
Rachel Van Gelder	Herdman Collegiate
Gokul Vidyasankar	Prince of Wales Collegiate
Michael Watson	Bishops College
Jennifer White	Holy Heart of Mary RH

Lester B. Pearson Scholarships – a $25,000 scholarship per year for two years for a student to attend Lester B. Pearson College of the Pacific, located on Vancouver Island, British Columbia, or another one of the United World Colleges located around the world.

- In 2001, two students were selected from Newfoundland to attend Pearson Colleges:

  – Amy Pieroway, of Pasadena Academy, Pasadena, received a scholarship to attend Lester B. Pearson College of the Pacific in British Columbia.

  – Logan Wood, of Elwood Regional High, Deer Lake, received a scholarship to attend the Mahindra United World College in Pune, India.

Appendix 6: Capital Construction Projects, 1997 - 2002

Category	Approved Funding
New School Construction	$79,024,922
Extensions/Renovations (Of this amount, $11.9 million is funding to be allocated)	$48,959,958
Accessibility	$695,592
Air Quality	$10,650,000
Repairs and Maintenance	$5,000,000
Building Envelope Projects (Includes roofing)	$12,000,000
Other (Includes slippage on projects and insurance deductable)	$3,731,700
TOTAL	**$160,062,172**

Sample Project Approvals, 2001-02

Project Type	School	Details	Approval Date
New Schools	Francophone School	New school	October 2001
	Lawn	New school	April 2001
	Postville	New school	April 2001
	Lanse au Loup	New school	April 2001
Extension/ Renovations	St. James All Grade	Extension	May 2001
	Northshore Elem.	Extension/Renovations	May 2001
	Rocky Hr. Elem.	Extension/Renovations	May 2001
	Herdman Collegiate	Redevelopment	May 2001
	Brother Rice High	Boiler Plant	August 2001
	Ridgewood	Demolition/Oil Spill	June 2001
	Perlwin Elementary	Renovations	April 2001
	Sts. Fisher & More	Renovations	June 2001
Roofing Projects	Roof Repairs and Replacements 2001	Various Schools	April 2001
Envelope Repairs	St. Pius X	Windows	June 2001
	District #7 Various	Windows	September 2001
	Our Lady of Mercy	Brick	July 2001
	St. Gabriel's	Windows/Siding	June 2001
	Lake Melville	Siding	June 2001
	Bishop White	Windows	June 2001
	Green Bay South	Windows	June 2001
Other	Presentation	Asbestos Abatement	October 2001
	Humber Elementary	Water Infiltration	June 2001
	Ridgewood	Demolition/Oil Spill	August 2001
	Lake Melville	Boiler & Fuel Tank	August 2001
	Lumsden	Stair Lift	August 2001
	St. Lawrence	Plumbing Repair	August 2001
	Persalvic	Accessibility	May 2001
	John Burke	Ventilation	August 2001

GOVERNMENT OF
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AND LABRADOR

Department of Education
Honourable Gerry Reid, Minister